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ABSTRACT

Schools should help students develop daily living skills in addition to basic cognitive skills such as reading, writing, and figuring. Living skills are interpreted to include those skills which help students cope with rapid social change. Skills need to be taught on health and nutrition, safety and first aid, interpersonal relationships, family living, group dynamics, social problems, finance, and human rights. The following four-domain taxonomy demonstrates one way of classifying daily living skills. The domains are: (1) intrapersonal, including being, expressing, relaxing, and making decisions; (2) interpersonal and intercultural, including empathizing, communicating, coping with problems, and mixing with people in other age groups; (3) environmental, including consuming within limits, recycling, and realizing the interdependence of people and nature; and (4) institutional, including knowing and defending one's rights, abiding by the law, and participating politically to create better institutions. Four steps are outlined to aid teachers as they develop and implement curriculum based on this taxonomy. The first step is to determine the title and scope of the projected course. The second step is to seek assistance from community members as well as experts in the relevant discipline when designing a course. The third step is to clarify objectives. The final step involves developing models or structures, such as a life stages model, around which activities and goals can be developed. A bibliography of works on life skills for a changing society concludes the document. (DB)

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LIVING SKILLS AS A CORE CURRICULUM COMPONENT

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SYDNEY, AUSTRALIA

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Paper given at the South Pacific Association for Teacher Education, Annual Conference, Perth, May, 1980.

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"It is essential that schools accept the responsibility, at least until the completion of compulsory schooling, for ensuring that students have cognitive skills (literacy, numeracy and oracy) and affective skills ('life role competencies') to acceptable standards. This should be essentially a responsibility of primary and junior high schools, but it may require remediation of both cognitive and affective skills by special post-school activities."

P.H. Karmel, "Youth, Education and Employment," Radford Memorial Lecture, A.A.R.E. Annual Conference, Melbourne, 1979.

Prof. Karmel, Prof. Bruce Williams and many others concerned with our number one problem of youth, education and employment mention living skills in passing, but what is needed is widespread discussion of this vague but highly significant concept. This paper aims to make some small contribution to the discussion.

Living Skills in N.S.W. Schools

There has been a bourgeoning of courses in N.S.W. high schools entitled Living Skills, Life Skills, Survival Skills, etc. Many have been influenced by a pioneer course at Henry Kendall High School which was prepared by Marion and Ron Glover. This course can be briefly summarized as follows:

Aim: To help students meet their practical needs in the real world situation.

Organisation: Compulsory, one period a week years 7 to 10.

Content (a) Physical

Includes health, fitness, drug education, sex education, personal grooming, leisure, diet and nutrition, diseases.

Safety and first aid.

Growth and development, human behaviour, developmental psychology.

(b) Personal and Vocational

Includes individual differences, tolerance and prejudice, interpersonal relationships, boy girl relationships, family, ethics, philosophy and religion.

Careers (especially in Year 5, 9 and 10).

(c) Social

Includes adjusting to high school and school organisation, customs and manners, group dynamics, the community, the consumer, forms and levels of government, voting, the law and you, human rights. Social problems such as alcohol, gambling, environment.

Finance: budgeting, banking, insurance, taxation, loans, hire purchase, government and other agencies to help you (Year 10).

Advisers in Personal Development and Health Education have assisted schools in developing such courses in addition to undertaking their own more specialized tasks.

The Curriculum Research and Development Centre at the Department of Education, University of Sydney has conducted a limited survey of such courses and brought interested people together in a series of discussions on Living Skills.

In his paper on this survey[1] Peter Wilson makes the following points:

1. Many programs appear to try to cover a large amount of information rather than cater for skill development.

2. Very few high schools take into account what goes on in related fields in their feeder primary schools.

3. Courses vary depending on whether they are taught by personal development, health, careers, social studies or science teachers.

4. Courses showed little evidence of being closely related to the particular needs of the local community.

5. Courses tend to be strong on individual goals and problems but fail to discuss major social issues such as technological change and unemployment.

6. Limited time allocation results in large group "discussion" lessons which would not have the impact in affective education that is possible with genuine small group workers. Wilson doubts, however, whether teachers have the competencies for small group work, and whether all students would necessarily benefit by "transactional analysis" or "group therapy" type methods.

It should be noted, however, that one interesting development in N.S.W. is the entry into some schools of people who claim competency in the development of self esteem. For example, courses in life skills are offered by the Australian Effective Communications Centre either directly for pupils or for teachers wishing to gain expertise in this area. They emphasize varied teaching techniques and explicitly do not use 'encounter' or 'therapy' techniques.

Despite the above critical comments a number of schools seem to be carrying on living skills courses with varying degrees of enthusiasm and competency. Unfortunately, there has been no attempt to evaluate these courses and as yet we do not know whether such courses are a passing fashion.

Towards a Core of Living Skills

One basic starting point is to argue that social changes of a kind, or at least a degree, not experienced before are occurring at this time and the education system must respond to these trends by providing a core of relevant information and related skills to help students cope with this rapid change.

Some examples of trends and responses are as follows:

Some social trends and changes	Some needed response by the education system
1. Technological change resulting in reduced needs for some types of skills, new types of jobs. Possible resource shortages and need for alternative forms of energy.	Knowledge of changes, ability to cope with future shock, increased knowledge and skills relating to such innovations as computers. Need for generalized skills applicable to varying positions. General techologists rather than specific craftsmen.
2. Changing population structure - reduced birthrate, increased numbers in older age groups, early retirements, shorter working weeks.	Lifelong education. Education for leisure.
3. Knowledge explosion.	Skills in finding out rather than knowledge per se. Process as important as content. Learning how to learn.
4. Changing models and designs for organizations. Possibilities of participatory democracy.	Skills in human relations and in decision influencing and making.
5. Changes in the structure, functions and roles of families and family members. New forms of household groups.	Human relations skills, non-sexist education, participatory skills.

To argue that living skills should be part of a core curriculum is difficult at a time when so many claims are being made for essential knowledge.

The Curriculum Development Centre's study group on the core curriculum seems to have experienced some major difficulties but were obviously moving towards a broad set of competencies as reflected in the following grid.(2)

PERSONAL DEVELOPMENT AND
SOCIAL DEMAND FUNCTIONS

		SURVIVAL Ability to survive biologically & socially	COMPLIANCE Ability to understand, comply with, and be competent in society	CONTRIBUTION Ability to reflect upon, critically appraise, and contribute to the development of self and society
IMPORTANT ELEMENTS OF STUDENT LEARNINGS	SKILLS (Ability to find out, think, communicate, express, construct, participate, act, etc.)			
	KNOWLEDGE (of subject areas information sources, methodologies, issues, concepts, events, facts, data, etc.)			
	ATTITUDES/VALUES (e.g. of perseverance, tolerance, willingness to act, etc.)			

Brian Bullivant provides another attempt at a core survival curriculum(3).

CORE ELEMENTS IN THE SURVIVAL CURRICULUM

	CORE ELEMENT	CONTRIBUTING SUBJECTS & DISCIPLINES
A	COMMUNICATIVE COMPETENCE	BASIC ENGLISH INCLUDING GRAMMAR: LITERATURES, HISTORICAL NARRATIVE GRAPHICS, DANCE, DRAMA, MUSIC
B	POLITICAL AND ECONOMIC	SOCIAL STUDIES, SOCIOLOGY, ECONOMICS, POLITICS, COMMERCIAL STUDIES, RECENT HISTORY
C	NUMERACY	ARITHMETIC
D	MORAL AND SOCIAL EDUCATION	SOCIAL STUDIES, ANTHROPOLOGY, PHILOSOPHY, COMPARATIVE RELIGION
E	ENVIRONMENTAL AWARENESS	GEOGRAPHY, GENERAL SCIENCE, BIOLOGY

My own approach to what might go into a core is to ask various student, teacher and community groups what they consider to be essential skills for living. On the basis of their suggestions, and my own reading and thinking, here is an emergent taxonomy of living skills which you may care to react to. I have included a number of neologisms because I believe some new concepts are needed to stimulate thought and action in this area.

Intrapersonal Domain

Being - just being happy to be alive
Idealising and imagining - dreaming about what might be
Purposing - setting personal goals
Planning alternatives - devising varied possible plans to reach goals
Tempering - ensuring one has the equipment to reach a goal, taking into account factors affecting one's hitting a target
Deciding, determining and persisting - keeping on towards achievable and even some unlikely goals
Day by daying - living for today: enjoying the present and not striving only for tomorrow's good
Identiting - growing in the strength of one's personal identity
Traditioning - finding out about one's roots
Healthing - taking responsibility for your own health
Relaxing - mixing effort with tension reduction
Leisuring - being able to enjoy more sustained leisure
Working
Loving oneself
Making meaning - making sense of things for oneself
Life-long-learning
Skill in finding out
Expressing - finding varied means of expression
Depending and independing - striking a balance between the two
Objectifying - not taking things too personally
Being able to laugh at oneself
World Viewing - putting it all together: making sense or non-sense of the world
Dying - successfully handling the last stage of life when others die and when your turn comes.

Interpersonal, Intra-group and Intercultural Domain

Decentring - not seeing oneself as the centre of things
Opening - being more open to other people
Empathising - being able to understand and appreciate something of the other person's situation
Loving others - including sexual love
Negotiating meanings - making knowledge together
Communicating - within cultures, across cultures
Multiple Identiting - finding identity with varied groups in a multi-cultural society
Parenting
Ritualising - doing the "right thing" in particular circumstances
Coping with chronic illness or retardation in the family: living with problems that won't go away
Coping with breaking relationships with others or others breaking associations and relations with you
Generation gapping - mixing with people of different ages.

Environmental Domain

Looking
Listening
Touching
Smelling
Tasting
Wildernessing - enjoying encounters with relatively unspoiled natural environments
Alternative centring - seeing other centres than oneself and humankind
Interdepending - realising one's relationship to everything else
Predicting - being able to suggest what the future might look like
Coping with change - being able to handle rapid changes in the physical and human environment
Consuming within limits
Recycling, conserving, using less
Living a simpler life

Institutional, legal and political domain

Crap Detecting - being insightfully critical, handling conflict, being willing to compromise
Humanising - helping to create more convivial institutions
Politicking - gaining influence and support for your cause
Acting with others
Believing in rights
Knowing one's rights
Sticking up for one's rights
Defending one's rights
Understanding the law
Abiding by the law
Using the law
Changing the law

A number of these areas have had a reasonable amount of attention in recent years such as the environmental, legal and consumer fields but I would argue that there are some areas of special need and neglect. These would include interpersonal skills such as loving and social skills such as humanising and politicking.

Developing Curriculum Designs in Living Skills

A. Title and Scope of the Field of Interest

Many alternative titles are used or could be suggested to try to catch the spirit of such courses; for example:

Life skills	Communicative competence
Living skills	Effectiveness training
Life competencies	Health
Life management	Decision making
Survival skills	Confluent education
Human relationships	Social education
Personal development	Human studies
Human development	I, you, them and us all.
Guidance	

There are real problems here in the politics of knowledge both at academic and school levels. Existing disciplines and subjects will naturally feel threatened, particularly in a time

The core concept may be useful for helping to communicate the idea the "we are not trying to create new subjects but simply trying to ensure that children are exposed during their compulsory schooling to some essential knowledge and skills".

However there are many unresolved issues such as the following:

Do 'living skills' embrace every human skill including how to feed yourself, how to read and write and how to get on with others? If so the concept seems rather broad. Should we then exclude:

(a) Sensori-motors skills of a very fundamental kind such as walking, eating food, playing physical games, etc.?

(b) "Basic skills" such as reading, writing, speaking, and numeracy?

(c) Vocational skills of a specific kind such as using a lathe, typing, use of calculators, etc.

(d) More specialised aesthetic skills such as painting, or playing a music instrument, writing a poem, etc.

Is our major concern then with those distinctively human skills related to the art, science and morality of handling one's own inner life and one's relationships with other individuals, groups and institutions, e.g. skill in handling problems of personal identity, skill in loving another person, skill in influencing group decisions, etc.?

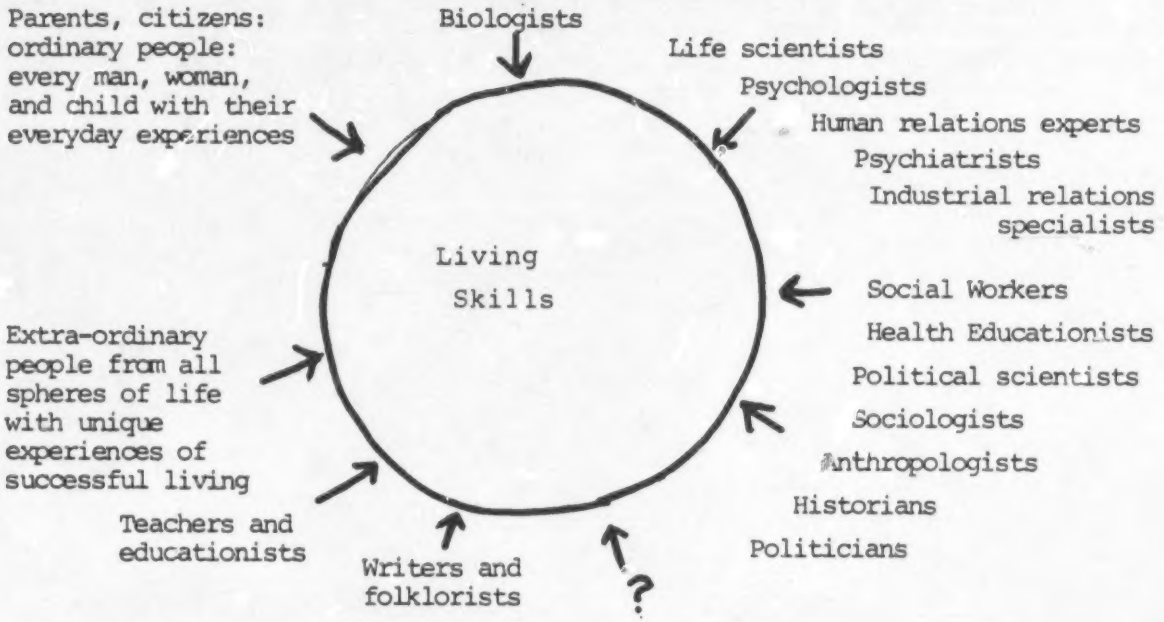
My own predeliction is towards the last view. Other skills have their educational traditions and their expertise but much of these latter human skills have been left to the home, the peer group, the school of life, or to the Women's Weekly. Some expertise, some ownership, some concern is beginning to emerge in this field despite its vague and folkloric qualities.

B. Seeking Assistance in Designing Curricula

Curriculum designers need to ask the question "Who are the experts on living?" For example, who are the experts on loving? The editors of Forum may feel they qualify for the latter. What is certain is that we can't just go to "the disciplines of knowledge" for assistance. We need to acknowledge the legitimacy of common sense knowledge as well as knowledge from the disciplines. We need to work further on the concept of "the practical". The writings of Habermas, Schwab and Van Manen may prove useful here.(4)

We may find it useful to go public and ask through community conferences and the media "what skills do you think we need for living," and then build up a set of illustrative examples as a response to the question "what life incidents can you tell us which illustrate how you grew in your ability to perform this skill?"

Such a concept of Public Participatory Curriculum Development may be the next step beyond School Based Curriculum Development.



Who would you add?

C. Clarifying Aims

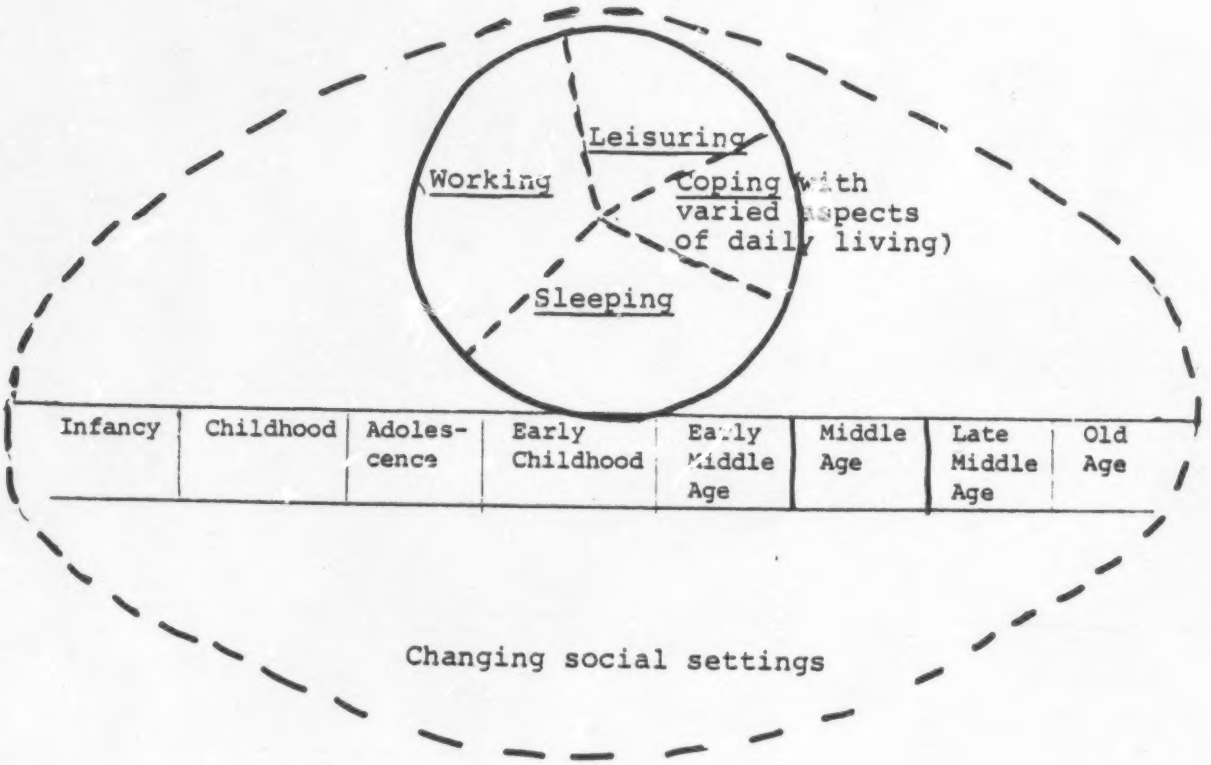
Major social changes involve us in clarifying our basic ideals. Prominent United States scholar Stephen Bailey suggests the following aims for education today:

> To help persons anticipate and increase their capacity for creative engagements with major predictable changes - physical and psychological - in their stages of development.
>
> To help persons in their concentric communities to cope, to work and to use their free time in ways that minimize neurotic anxiety and boredom and that maximize inner fulfillment and joyful reciprocities.
>
> To help persons to learn the arts of affecting the enveloping polity in order to promote justice and to secure the blessings or liberty for others as well as for themselves.

My own set of aims would take into account George Brown's idea of Confluent Education. I would see knowledge, skills, feelings, values and actions flowing together in my ideal curriculum and I would extend the living skills from personal through to global domains.

D. Developing a Structure for Living Skills

One possible structure is to perceive living skills as a core of lifelong education and to use a structure of the life cycle. Some aspects of this cycle, e.g. old age and dying, may not be of prime importance to all high school students, but some students may be facing death in the family or be trying to live with a grandparent in the home.



The wheel of daily living, turning through the stages of life in changing life settings.

This model is based on one proposed by Stephen Bailey[6]. It has nice reminders of the Buddhist wheel of life and the Hindu life stages.

A more comprehensive life stages model can be proposed as follows: - (see diagram next page)

I N T E R W I N E D

KNOWLEDGE ABOUT	FEELINGS OF	SKILLS IN
ONESELF	Adequacy, liking personal identity	Being and growing
OTHER PERSONS	Empathy, warmth, love, anger	Interpersonal Communication
GROUPS - their structure effectiveness and failings	Involvement, group identity, power	Participation, politicking and conflict resolution
CULTURES - their functions and failings, their diversity and commonalities	Curiosity, delight, concern disatisfaction	Exploring cultural scenes Intercultural communication
COMMUNITIES AND NATIONS, their territoriality social structure and traditions	National identity, tempered by micro and loyalities and concerns	Studying places, time, social structure, politics, economy international relations
EARTH AND HUMANITY, potentials limits and problems	Global identity	Global Studies

FOR WEAVING INTO CURRICULUM DESIGNS

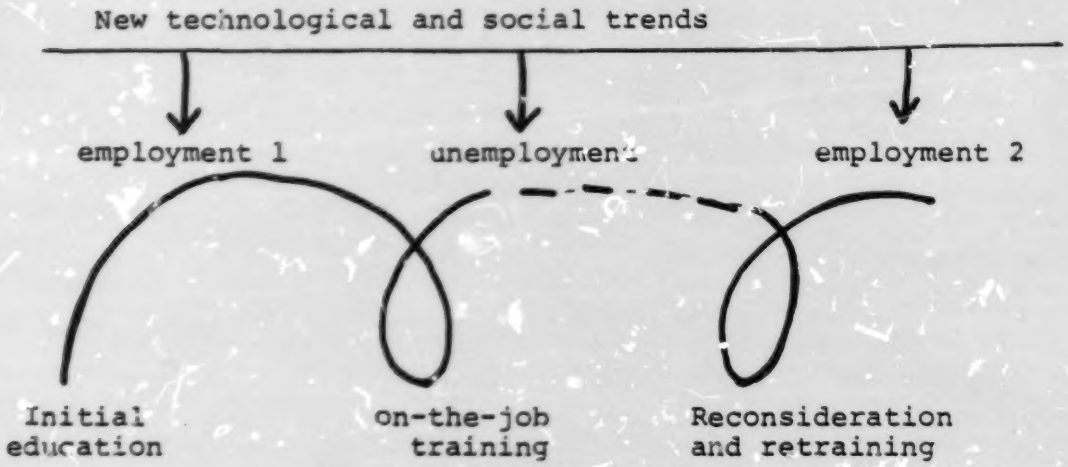
Continued next page-

I N T E R W I N E D

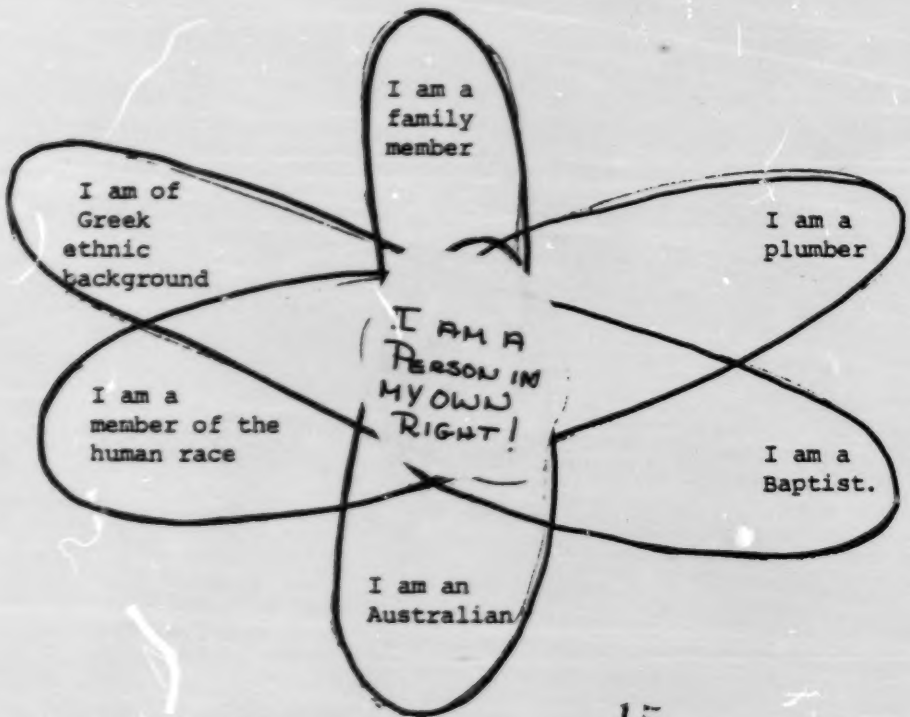
VALUING OF	ACTIONS ABOUT
Oneself	Personal potential and rights
Other persons	Needs and rights of others
Our groups and other groups	Making groups work better
Cultural diversity, unique, beautiful and humanitarian traditions	Preservation and sharing of good traditions, changing bad ones
National traditions, fruitful co-operation	Local, regional and national issues
The earth and all its inhabitants	Global issues

FOR WEAVING INTO CURRICULUM DESIGNS

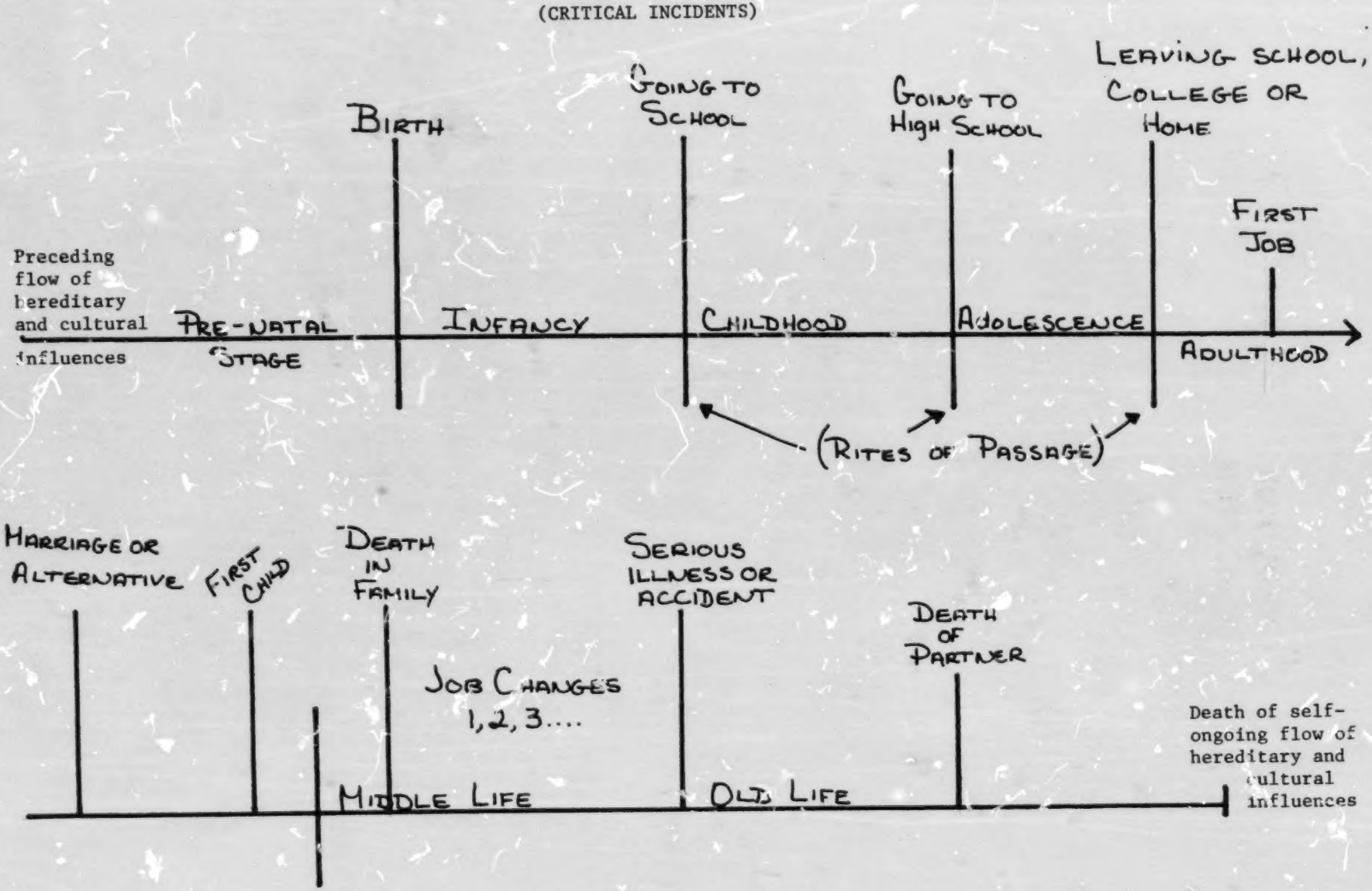
Some people would not be happy about the distinction between work and leisure. Others would object to the linear nature of such models. They would stress the importance today of changes in work patterns and of lifelong education and would argue for more cyclical models.



What is essential however is using some kind of model that emphasizes that life is not only work and that one's identity does not depend entirely on one's occupation.


I am a family member
I am of Greek ethnic background
I am a plumber
I AM A PERSON IN MY OWN RIGHT!
I am a member of the human race
I am a Baptist.
I am an Australian

Another importance emphasis is on the variety of life styles rather than the imposition of a single approved life style.



LIFE AS AN ONGOING PROCESS OF CONTINUITY, CHANGE AND DEVELOPMENT

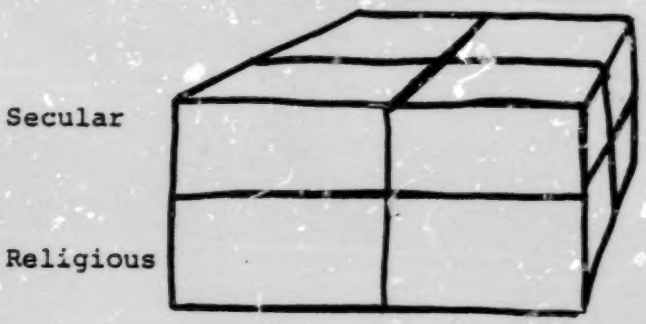
The Pragmatic Style:
The Do-er

The Mystical Style:
The Be-er

The Intellectual Style:
The Thinker

Intellectualism	Praxis	Activism
Reflection without action	Action with reflection	Action without reflection

PHILOSOPHIES OF LIFE



Another dimension?

e.g. Optimistic
Pessimistic

A cross cultural dimension would assist living skills programs. I am most interested, for example, in Japanese concepts such as ie (the household) and amae (dependence) which provide us with insights as to how Japanese people cope with basic life issues.

Finding out how people coped in other historical times may be another useful approach: "all ain't good that's new, I guess our granthers they knew something too", (J.R. Lowell).

Any particular curriculum plan would probably incorporate a number of these viewpoints.

E. Implementing Courses in Schools

Our Living Skills Project has suggested certain points, based on discussion with teachers and on Peter Wilson's survey and teaching experience.

(a) The introduction of Living Skills courses requires considerable political skills by the interested staff members since they involve issues of territoriality.

(b) Gaining one period a week for a "living skills" course, as at Henry Kendall High School, may be satisfactory if backed up by useful hand-outs, but where there are inadequate resources the approach may be very remote from a skill based course.

(c) A major issue is how do you train and select staff for such courses. In our Dip. Ed. course at the University of Sydney, we offer electives by The Family Planning Association and The Australian Effective Communication Centre. The latter puts students through the program they would later hope to teach. Sydney Teachers College, Kuringgai, Milperra, Hawkesbury and Riverina C.A.E.'s all are developing programs related to the area of living skills. The Sydney Y.W.C.A. has programs in Life Skills which are adapted from a Canadian program. The Life Education Centre at the Wayside Chapel in Sydney is developing a most interesting set of audio-visual modules on Drug Abuse Prevention, Environmental Education and Family Living.(7)

(d) Related to this issue is the availability of resources. Some of the Film Australia series can be highly recommended, such as "Growing Up" series.

A useful bibliography has been prepared by the Northern Districts Education Centre at Cheltenham(8). Our Living Skills Project has also prepared a bibliography based on a computer search which revealed widespread interest in this broad field in the U.S.A. We have collected various programs from N.S.W. schools(9).

I am, however, also interested to know what is going on in other Australian states and countries and would like to communicate with anyone interested in the issues raised in this paper.

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2. "School Based Curriculum Development: Core Curriculum, Evaluation and Accountability". Paper given at a Victorian Education Department Seminar, Cowes, Victoria, 1979.

3. Bullivant, B. Paper given at the seminar on Teacher Education for International Understanding, Adelaide, 1977.

4. See J.J. Schwab's series of articles in the 1969 School Review on "The Practical" and Van Manen's article in Curriculum Inquiry, 6.3.77.

5. Bailey, S.K. The Purposes of Education: Perspectives in American Education. Indiana. Phi Delta Kappan, 1976.

6. Op. Cit.

7. For further information contact The Director, Life Education Centre, 29 Hughes Street, Potts Point 2011.

8. Guidance, Counselling, Personal Development and Career Education in Secondary Schools. Cheltenham: Northern Districts Education Centre, 1978.

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   Health: Be In It. North Sydney Region in-service Education. (Program of five schools participating in the broadly-based health program.)

   Social Survival Course. Kingsgrove: De La Salle College.

   Student Involvement in the Community. Bardwell Park: The Community Resource Centre, 11-13 Hartell-Law Avenue, Bardwell Park 2207.

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LIFE SKILLS

A Supplementary (Unfinished) Bibliography

Prepared by P. Wilson, D. Dufty, F. Chapman and J. Hughes

The following bibliography was prepared for the State Inservice Conference "Life Skills for a Changing Australia" held at Department of Education, University of Sydney.

It aims to supplement the bibliography Guidance, Counselling, Personal Development and Career Education in Secondary Schools prepared by the Northern District Education Centre, Cheltenham, 1978.

It was partly developed by means of a computer based library survey. The reference numbers of computer located items are included in the references and most may be read on microfiche available at Macquarie University Library.

1. Career Education

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Career education precedes participation in society, integrates learning and doing and merges home, community, school and workplace.

Department of Education, N.S.W. — A Handbook For Use In Implementing Work Experience Programmes, January 1978.

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Rapid changes in career situations challenge the quality of our ed. system and its relevance. Meaningful career ed. programs must be developed.

Herr, Edwin L. — "Career Education: Some Perspectives on Validity and Content", Journal of Career Education, 2, 2, 1976:57-70, EJ130579

Education can no longer confine its goals to development of technical and academic skills. Students need to grow in values, attitudes and understandings.

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North Carolina State Dept. of Public Instruction — Life Career Development: A Model for Relevant Education, Raleigh, Division of Pupil Personnel Services, 1976. ED 118971

Learning to Live, Learning to Learn, Learning to Make a Living - a guidance based program focussing on awareness, exploration and preparation from K - Year 12. Very good ideas and resources.

Peters, Richard D. — Career Education: Citizenship Education for the 1970's, May, 1976. ED 122062.

Career education a smoke screen for societal indoctrination?

Porreca, Anthony C. (ed) — Decisions Ahead for Vocational-Technical Education, 1974 Conference proceedings, Tennesse University, Knoxville. ED 120384

8 papers based on rapidly changing times - Include career education, vocational education for women, implications of energy crisis, etc.

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"Through his work an individual reveals himself and expresses himself as a person". Relevance of this to career education.

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Manual has activities and teaching strategies aimed at adapting career education to the classroom, e.g. immigration, democracy, inflation, apprentice system, role of government, career choice, human nature, value decisions, working in college etc.

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Harmin, Metal — Clarifying Values through Subject Matter - Applications for the Classroom, Minneapolis: Winston Press, 1973.

Hawley, R.C. and Hawley I.L. — Human Values in the Classroom. A Handbook for Teachers. New York: Hart Publishing Co. Inc., 1975.

Kirschenbaum, Howard — Advanced Value Clarification. La Jolla, Calif. University Associates, 1977

Kurfman, D.G.(ed.) — Developing Decision-Making Skills, National Council for the Social Studies, Virginia, 47th Yearbook, 1977.

National Education Association — Values, Concepts and Techniques, Washington D.C. 1976 Twenty-nine articles with concepts of valuing and moral education, teaching techniques and the future of values in education.

Newton, J.L. — "Decision-Making: Theory into Practice in the Social Studies". History and the Social Science Teacher. 13(3) pp 169-173, Spring, 1978. EJ 178553

This article discusses the importance of decision-making in daily living, and of teaching such skills in schools. It outlines a strategy, lists questions as an example of the approach and presents a map to help in the process.

Polland, B.K. and De Roy C. — Decisions, Decisions, Decisions, California: Celestial Arts, 1976.

Raiffa, H. — Decisions analysis: Introductory lectures on choices under certainty, Reading, Massachusetts: Addison-Wesley Publishing

Simon, Sidney B. — Meeting Yourself Halfway - 31 Value Clarification Strategies for Daily Living, Illinois, Argus 1974

Skeel, D.J. and Sterling, R. — There's More than the Three R's to those Early Years. Paper Presented at Annual Meeting of the National Council for the Social Studies, Texas, November, 1978. ED 162938

Twelve Learning Activities for children from K - 3rd grade to help them develop skills of valuing, decision-making, interpersonal relationships, etc.

3. Social Issues

Anthony, S. — The Discovery of Death in Childhood and After, Penguin Ed. 1971.

Atwood, H. Mason (ed.) — Activities for Teaching About Aging: Primary and Intermediate Grades. Ball State University, Muncie Ind. Teacher's College, 1975.

Over 350 suggested activities for students to learn about aging and older adults, designed for use with existing curricula in maths, social studies, language arts, science, health, physical education and art.

Benne, K. and Birnbaum, M.

Teaching and Learning About Science and Social Policy, ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, 1978. ED 166087.

Monograph includes reading lists and activities to explore social issues and technology in society, suggesting methods for teaching. Areas include citizenship, change, reliance on experts, translation pf personal values into action.

Blair, Thomas L.

The International Urban Crisis, Hertz, Granada, 1974

Burrell, Craig D.

"The Future of Mind-Altering Substances", Journal of School Health, 46, 3, 1976:148-57, EJ 143849.

Future usage patterns, medical and recreational are explored.

Campbell, Elizabeth

Talking about Living
School and Community Discussion in Groups, Sydney, Reed, 1978

Davies, Ross and Hall, Peter (ed.)

Issues in Urban Society, Hammondsworth, Penguin, 1978

Dobbelaere, Connie Jo

"A Teaching Strategy on Tragedy", Health Education, 8, 6, 1977, 11-12. EJ 174625

Health class should include a death education unit.

"Handling Controversial Social Issues in Sec. Schools." Report of the First National Workshop of the National Committee on Social Science Teaching at Raywood Inservice Centre S.A., 4-14 June 1972. Ed. by Tulloch, D.G. & Spring G.J., Aust. Govt. Publ. Service Canberra, 1976.

Irwin, Robert P.

Drug education programmes and the adolescent in the drug phenomena problem, A.N.U. Drug Ed. Project, Dept. of Sociology, Faculty of Arts, ANU, Box 4, P.O., Canberra, A.C.T. 2600, 1976

Miller, B. and Johnson, J.

A Comparative View of the Roles of Women - An Experimental Unit, Denver University, Colorado Center for Teaching International Relations, 1977

A Practical Unit with 13 activities designed to help students' understanding of the status of women in U.S. society as compared to other cultures, and with the possible effects of social, political and economic equality for women on the students' personal lives, the nation and the world.

Morgan, John D.

Teaching About Death - An Annotated Bibliography. History and Social Science Teacher 13(1), pp 47-49, 1977

This annotated bibliography describes and evaluates books and articles on death for use by teachers and curriculum developers.

N.S.W. Dept. of Education.

Memorandum on the Teaching of Controversial Issues, 1977

Otero, George G.

"Death: A Part of Life. An Experimental Unit", Denver University, Colorado Centre for Teaching International Relations.

Unit uses cross-cultural comparison of death and burial customs. 9 practical activities are given to acquaint students with the events of death and old age.

Smith, Gary R.

"A Comparative View of Aging - An Experimental Unit", Denver University, Colorado Center for Teaching International Relations, 1977.

This unit gives a variety of activities to help high-school students understand the variety of attitudes towards aging.

Creative Problem Solving Program, Architecture Building, 1118 UCLA, Los Angeles, California, 90024. (Ways towards solving social problems).

4. Legal Studies

Bennett, John

Your Rights, 2nd Ed., Melbourne, Vic. Council for Civil Liberties, 1975

Khanlian, John F. et al (eds.)

Law and the Family: A High School Curriculum Guide, Institute for Political and Legal Education, Pitman, New Jersey, 1976. ED 153932.

Covers issues such as abortions, adoption, citizenship, civil liberties, divorce, custody, homosexual marriage, sterilisation.

5. Consumer Education

Nader, Ralph

Neglect of Consumer Education is Shortcoming Both Students and the Nation, National Education Association, Washington D.C. 1976, ED 118511

Educational objectives for a consumer ed. course. Involvement of distinctly different skills and critical thinking.

Remy, R.

"Consumer and Citizenship Education Today: A Comparative Analysis of Key Assumptions", Washington D.C., Bureau of Occupational and Adult Education, Office of Consumers Education, May 1979, ED 164367

Report focuses on assumptions and ways of improving consumer and citizenship education in schools in U.S.A.

Wilhelms, Fred T.

Teaching Consumer Education: A Commonsense Approach, Center for Consumer Ed. Services, New Jersey State Dept. of Education, Trenton, ED 117502.

Effective buymanship (!) and financial management as well as attitudes, values, family life and social philosophy.

6. Family Life

Beck, J.

Effective Parenting, Sydney: Books for Pleasure, 1976

English, B., King R., Smith S.

Families in Australia, Family Research Unit, UNSW, 1975

Holdahl, Shirley and Caspersen, Paul

"Children of Family Change: Who's Helping Them Now", Family Coordinator, 26, 1978:472-7, EJ 169257

Family change classes designed to help children recognise the inevitability and normality of: death, marital dissolution, separation, residential mobility.

Klemer, R.H. and Smith, R.M.

Teaching About Family Relationships, Minneapolis, Minnesota: Burgess Publishing Co., 1975

This text gives over 400 teaching techniques with 150 behavioural objectives for planning and teaching on family relationships.

Saik, L.

Preparing for Parenthood, Fontana Paperback, London, 1978

A basic book on how to prepare for a new baby in a family from feeding to how to prepare older children for a new baby, and the baby's emotional needs.

Shorter, E.

The Making of the Modern Family London, Fontana Paperbacks, 1978, 368 pp.

Author shows how marriage, sexual relationships, the role of children and the structure of the family have changed in the last three centuries. He suggests that in the future the couple, not the family, may be the key unit.

Weitzman, D. and Gross, R.E.

The Human Experience: The World of the Family, Boston, Mass., Houghton Mifflin, 1974

Youth and the Family Seminar Series, Monograph No. 7, Minnesota University, Minneapolis Centre for Youth Development and Research, 1977.

This monograph comprises seven articles on topics including functions of the family, major tasks of the family, dealing with conflict, the effect of change on the modern family and parenting.

Family Life Curriculum Project, Carnegie Mellon University, Pittsburgh, P.A., 1975 (Includes past and present and comparative units.)

Towards a Quality of Living, Educational Relations, J.C. Penney Co. Inc., 1301 Avenue of the Americas, New York, N.Y. 10019.

One of many multi media kits produced by this firm. Discusses family ecosystem.

8. Health Education

Papers ... Theoretical Issues in Health Education, presented at Dorothy Nyswarder International Symposium, Sept., 1974, Berkeley, School of Public Health, ED 113326.

Emphasis on people and the part they play in decisions about their own health. Definitions of health education. Emphasis on theory.

Swisher, J.D. — "Mental Health - The Care of Preventive Health Education", Journal of School Health, 46, 1977: 386-91. EJ 163112

An approach to health education placing individual emotional development at the core of the curriculum. Mental health as key to good health attitudes.

9. Developmental-Emotional and Physical

Anderson, Joann R. and Levinson, Judith H. — "Helping Professors". A New Design for Interpersonal Skill Training, paper presented at the Annual Convention of the National Association of Women Deans, Administrators and Counselors, Denver Colorado, 1977. ED 138915

Defines the needed communication skills, describes the most likely learning situations for these and suggests how it can become integral part of the general curriculum. Finally deals with the Benefits of Interpersonal Skill Training in Education.

Anderson, Marianne S. and Savary, Louis M. — Passages: A Guide for Pilgrims of the Mind, London, Turnstone, 1974.

Gives exercises - trance induction, relaxation, concentration control.

Annand, J.B. — education for Self Discovery, London: Hodder and Stoughton, 1977

Brown, George Isaac — Human Teaching for Human Learning, San Francisco, Esalen Institute, 1971.

Buhler, Charlotte — "The Human Life Cycle" in Psychology for Contemporary Living, Hawthorn Books, 1968, pp 127-265.

Maximising Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships, Kindergarten through Adult Education, California State Dept. of Education, Sacramento, 1977, ED 142458.

Interpersonal relationships and stresses in rapidly changing society: (1) Self and Others (2) Tradition and Change (3) Independence and Interdependence (4) Present and Future. Some very useful concepts, suggested approaches and resources.

Caulfield, J and Wells, H.C. — 100 Ways to Enhance Self-Concept in the Classroom, New Jersey: Prentice-Hall Inc., 1976.

Carkhuff, Robert R. — Helping and Human Relations, N.Y. Holt Rinehart & Winston, 1969, Vol I & II

Discussion communication techniques and training Teachers reference only.

Catley, Lucy Ruthrauff — Living together effectively - a classroom approach, Whitcomb and Tombs, 1978

To teach teachers how to develop a rapport at the outset; set proper classroom tone and learning environment; a mini-psychology course.

Chase, Larry — The other side of the report card: A how-to-do-it programme for affective education, Santa Monica California, Goodyear Publishing Co. Inc. 1975.

Dichter, Dr. Earnest — Total Self Knowledge, N.Y., Stein & Day, 1976.

Fast, Julius — Body Language, Pan, 1971

Freed, A.M. — TA for Kids (and Grown-ups, Too), Sacramento, Calif. Jalmer Press, 1973.

Glasser, William — Schools without Failure, N.Y.: Harper & Row, 1969.

Gould, R. — "Adult Life Stages: Growth Towards Self Tolerance", Psychology Today, February, 1975, pp 74-78

Hendricks, G. and Wills, R. — The Centering Book and The SEcond Centering Book, New Jersey: Prentice-Hall Inc. 1975 and 1977.

Awareness activities including communication skills, taking responsibility, relationships, etc.

Jacobson, Edmund. — You must relax. Practical methods for reducing the tensions of modern living, 5th ed., n.Y., McGraw Hill, 1978.

Meares, Ainslie — Relief without Drugs: How to conquer tension, pain and anxiety, Fontana, 1967.

Miller, G.R. and Steinberg, M. — A New Analysis of Interpersonal Communication, Chicago Science Research Associates, Inc. 1975.

Mosher, R.L. & Sprintale, N.A. — "Psychological Education: a means to promote personal development during adolescence" in The Counselling Psychologist 2, 1971, 3-82

Pfeiffer, J.W. and Jones, J.E. — A Handbook of Structured Experiences for Human Relations Training, San Diego: University Associates Press, 1969.

Roloff, M.E. et al. — The Between People Study-Activity Guide, Chicago, Science Research Associates Inc., 1975.

Ruddock, R. (ed.) — Six Approaches to the Person, London: Routtedge and Kegan Paul, 1972.

Sprinthall, N.A. — Guidance for Human Growth, N.Y. Van Nostrand, Reinhold Co., 1971.

Sweeney, J. and Contreras, G. — "Critical Life Events Across Cultures" Social Science Record 15(3) pp 18-24, 1978. EJ 182331.

This proposes a model for teaching multi-cultural awareness in elementary social studies based on a comparative study of critical life events such as marriage or death.

Thompson, J. — Beyond Words: Non-verbal Communication in the Classroom, Englewood Cliffs, N.J. Citation Press, 1973.

Viscott, D. — How to Live with Another Person, New York, Arbour House Publishing, 1974.

Wackman, D.B. et al — Increasing Awareness and Communication Skills, Student Workbook, Minnesota, Interpersonal Communication Programs, Inc., 1978.

Williams, T.L. and Long, J.D. — Towards a Self-managed Lifestyle, Boston: Houghton Mifflin, 1975

Unified Studies Curriculum, Florida University, 1977, ED 139679

A humanistic education curriculum program stressing humanistic objectives such as authenticity, sensitivity, involvement, creativity, responsibility and giving a detailed overview of 9-12 curriculum together with major ideas and resources for such a programme.

Achievement Motivation Development Project Materials, Middleton, Conn., Education Ventures Inc. 1970.

Sunburst Communications, 52 Clemons Ave., Pound Ridge, N.W., 10576

Stripfilms on such topics as: "Coping with Life", Dealing with Stress, Living with Dying.

The Ungame, The Ungame Co., P.O. Box 964, Garden Grove CA 92642.

Aimed at learning to communicate more effectively.

10. Political Education

Adelson, J. and O'Neill, R. — The growth of political ideas in adolescence: the sense of community, Journal of Personality and Social Psychology, 1966 (4), pp. 295-306.

Barnes, Samuel H. — Some Political Consequences of Involvement in Organizations. Paper presented at Annual Meeting of the American Political Science Association, Washington D.C., Sept. 1-4, 1977, 27 p. ED 146110

Paper presents data from a cross-national study (1974) on "unconventional" as well as "conventional" (voting etc.) political participation. Includes changing trends in political protest, relationship between economic deprivation and political action, and an organizational activism index.

Bezold, C. (ed.) — Anticipatory Democracy: People in the Politics of the Future, New York: Random House, 1978.

Twenty authors examine the growth of anticipatory democracy which goes beyond participatory democracy by combining citizenship participation with future consciousness.

Boyle, Edward and Crosland, Anthony — The Politics of Education, Hammondsworth, Penguin, 1971.

Brodinsky, Ben — Defining the Basics of American Education, Phi Delta Koppan Educational Foundation, Bloomington, Indiana. ED 145573

Report compiled of the proceedings of a conference on the state of basic skills in American Education. Creativity, social and civic responsibility, economic capability and humaneness were called for as well as traditional education skills. The report details the skills considered essential to the student.

Chance, Jerry M. — Reflections on Developing Democratic Citizens, Florida, U.S.A. 1979, ED 166084.

A discussion of the state of civic values, attitudes and conduct in the U.S. together with suggested alternatives and solutions.

Chud, L. — "Teaching the Political Process: Choosing A Cabinet". History And Social Science Teacher 12(2), pp 106-112, Winter 1976, EJ 150716.

Four lessons using inquiry process and activities to encourage students to take an active role in the Canadian political process.

Hunkins, F.P. — "Teaching Youngsters About Politics", Educational Leadership 34 (2), pp 127-131, 1977, EJ 148029.

Four approaches to teaching political science in the classroom: analysing the classroom as a political arena, employing case studies, using simulation games and encountering political figures.

Larkin, B and Pannwitt, B. — Education For Citizenship NASSP Curriculum Report, Vol. 7, No. 1, Reston, Virginia: National Association of Secondary School Principals, Sept. 1977, ED 143585.

This examines citizenship education in schools with emphasis on law-related education, political science and economic education, global perspectives, environmental education and decision-making.

Levy, Paul R. (ed.) — Perspectives on Citizen Education, Institute for the study of Civic Values, Philadelphia, Pa, 1977.

A collection of essays on citizenship education, compiled for a conference held in June 1977: the goals of citizen education, why it is urgently needed today, themes of values, pluralism, participation and empowerment. It also includes teaching political participation skills.

Mackie, R. — "Teaching by Controlling the Ballot Box", History and Social Science Teacher 11(2), pp 41-45, Winter 1975, EJ 135161

This article presents materials and procedures followed in staging an election to teach the skills and concepts of voting.

National Center for Voluntary Action — Citizen Education Today, Washington, D.C. Office of Education, April 1979, ED 162924.

This document views citizenship education from the perspectives of the past and present and offers recommendations for improving education programs, in schools and other areas.

Oppenheim, A.N. — Civic Education and Participation in Democracy, London: Sage Publications, 1977.

Patrick, J.J. — "Voting is Not Enough! Teaching Citizenship Skills In A Presidential Election Year". Social Education 40(6) p. 352, 1977, EJ 145482.

Introduction to a series of articles blending political science and citizen education, and stressing citizenship skills in voter education programs and an emphasis on learning by doing.

Patrick J.J. and Remy R.C. — Background Paper: Essential Learning Skills in the Education of Citizens, Agency for Instructional Television, Bloomington, Indiana, ED 150029.

A framework for teaching decision making skills at elementary and secondary levels. 5 Criteria - 1) Daily living skills 2) Relevant to students' experience 3) Continuity through grades 4) Practical application of skills 5) Positive transfer. Include some useful model and techniques.

Remy, R.C.

"Making, judging and influencing political decisions: A focus for citizen education." Social Education, 1976 40(6), pp. 360-365.

Remy, R. et al

A Community Based Approach to Citizen Education for a Global Age. Paper presented at the Annual Meeting of the Comparative and International Education Society - Midwestern Region, Chicago, Illinois, 1978, ED 162960.

Research for Better Schools

Instructional Objectives in Citizen Education, Final Report. Research for Better Schools Inc., Philadelphia, Pa., May 1978, ED 159114

Report has information about citizen education since 1966 including trends in citizen education, skills and knowledge objectives, problems, a suggested objectives handbook and objectives reference file.

Remy, R., Snyder, R.C., and Anderson, L.

"Citizenship Education in Elementary School". Theory into Practice, 1976(1), pp. 31-36

Vetter, Donald, P. et al

"Government: Political Decision-Making. Decision-Making in Contemporary America. Unit IV". Carroll County Public Schools, Westminster, M.D. 1978

This is a unit in economic decision-making to help students explain how dissent and protest may be used as effective means of change and to consider the consequences of such action etc.

Wolf-Wasserman M. and Hutchinson, i.

Teaching Human Dignity - Social Change Lessons For Every Teacher, Minnesota: Education Exploration Centre, Minneapolis, May 1979, ED 164427.

A collection of readings for teachers containing resource materials, simulation games, and curric. materials on topics including students as political activists, sex, drugs, death and dying.

Houlton, B.

The Activist's Handbook, A Guide to Organizing and Communication, London, Arrow Books, 1975.

11. Future Studies

Bullied, George J.

"New Age Consciousness", Canadian Vocational Journal, 12, 2, 1977: 28-35, 44. EJ 147612

Developing new cultural consciousness to meet the changing social needs of individuals in the face of more rapid population multiplication.

Burdin, Joel L.

Toward Challenging Peaks: Education Personnel for Alternative Futures, Paper presented at Annual Meeting of Association of Teacher Educators, Atlanta, Georgia, 1977. ED 141311

Dilling, David R.

Studies in the Spirit of Seventy Six, Wisconsin State Department of Public Instruction, Madison, 1977.

This book gives classroom activities for directing student enquiry into the role of the individual in the future, and interrelationships of individual with family, local community, state and nation.
Unit 1 - "The Individual In A Family".
Unit 2 - "The Individual in the Emerging Present".

Dunlap, Robert L. (ed)

Social Studies Education into the Second Two Hundred Years, Illinois Council for the Social Studies, Illinois, 1976. ED 129688.

12 articles include values education, alternative futures, teaching about work, survival studies, career education decision-making.

Feingold, S. Norman

Alternatives to Traditional Post-Secondary Education, Counselors Information Service, May, 1973. ED 122660.

Need to re-define whole area of school subjects, jobs and careers. Future of post-secondary education shaped by a convergence of social, psychological, political and economic forces.

Fitch, R.M. and Svengalis, C.M.

Futures Unlimited - Teaching about Worlds to Come, National Council for the Social Studies, Virginia, Bulletin 59, 1979.

Garlan, P.W. et al.

Star Sight - Visions of the Future, New Jersey: Prentice-Hall Inc. 1977.

Kauffman, D.

Futurism and Future Studies, Washington, N.E.A., 1976

Mankin, Donald

"Organising Education for the Future: Implications of Emerging Work, Citizenship, and Leisure Needs", Educational Research Quarterly, 1, 4, 1977:44-53. EJ 168872

Should be less concern with the development of specific work skills and more with interpersonal competencies. Knowledge should be acquired in both physical and human sciences.

Munro, I.

"Curriculum Planning for Tomorrow: Some Implication for the Social Studies". History and Social Science Teacher 11(2), pp. 3-10, Winter, 1975, EJ135156.

Author looks at the future of curriculum development and questions the nature of social studies courses.

Rajni, Kothari

Footsteps into the Future, N.Y., Free Press, 1974.

Richardson, Robin

Learning for Change, The New Era.

Schulz, D.A.

The Changing Family: Its Function and Future, 2nd ed. Englewood Cliff N.J., Prentice Hall, 1976.

Spekke, Andrew E. (ed.)

The Next 25 Years: Crisis and Opportunity, World Future Society, Washington, D.C., 1975. ED 113260.

43 papers delivered at General Assembly of Society on new dimensions, problems, goals of global society, alternatives, sex, art, women, law, policies.

Vaughn, V.C. & Brazelton, T.B. (eds.)

The Family - Can it Be Saved?, Chicago: Year Book, Medical Publishers, 1976.

Warnat, Winifred I.

The Household School as Life-Span Learning Center, Paper presented at annual meeting of the American Association for the Advancement of Sciences, Washington D.C., Feb. 1978, ED 156561.

Relevance of household school to life roles, feelings, values, formation and behaviour development. Affective learning should be relegated to the home. Definition of household school to include e.g. kin network, commune.

Williox, David E.

"A Philosopher's Look at the Future", Journal of Thought, 13, 2, 1978 111-6, EJ 182885.

To comprehend an age must know the basic philosophical assumptions of its people. Priorities needed to respond to the limits imposed by attaining ultimate bounds of various forms of growth.

The Futurist (Journal), World Future Society, P.O. Box 30369, Bethesda Branch, Washington, D.C. 20014. ($12 for 6 issues).

Guidance Associates, 757 Third Avenue, New York, N.Y. 10017. Has many filmstrips on such topics as The Future of the Family. Women Today, Death and Dying.

Futuribles, World Future Society Book Service, 4916 St. Elmo Avenue, Washington D.C. 20014. (A game exploring possible futures, Price $9.50 US).

12. Technology, Work, Unemployment and Leisure

Arendt, Hannah

The Human Condition, University of Chicago, 1958, (See for example Chs. 3 and 4 on labour and work).

Braude, Lee

Work and Workers: A Sociological Analysis, Praeger Publishers, New York, 1976.

Relationship between work, society and the individual.

Garson, B.

All the Lifelong Day: The Meaning and Demeaning of Routine Work, Doubleday, 1975.

Haworth J.T. and Smith, M.A. (Eds.)

Work and Leisure: An Interdisciplinary Study in Theory, Education and Planning, Human Movement Series, Lepus Books, London, 1977.

Work or leisure centred society? Implication for educational policy. Role of education in society.

Henderson, Ronald F. (ed.)

Youth Unemployment, Academy of the Social Sciences in Aust. Second Academy Symposium, 7 and 8, Nov. 1977.

Green, Thomas F. — Work, Leisure and the American Schools, New York, Random House, 1968.

Miller, Paul A. — Will There Be Time For Dreams?, Paper presented at the National Adult Education Conference (Bal Harbor, Florida, 6/11/74). ED 112281.

An interesting discussion of the processes and aims of adult education and its relationship with work and leisure. Need for more positive concepts of adulthood, better links with industry and community.

Murphy, James F. — Recreation and Leisure Service: A Humanistic Perspective, W.C. Brown, Iowa, 1976. ED 126060.

History, foundations, community development and implications of recreation and leisure presented with a humanistic perspective. It includes future considerations of leisure.

O'Toole, J. (ed.) — Work and Quality of Life Resource Papers for Work in America. M.I.T. 1974.

Robinson, J.P. — How Americans Use Time - A Social-Psychological Analysis of Everyday Behaviour. New York: Praeger Special Studies, Praeger Publishers, 224 pp. 1978.

Presents a framework for analysing how Americans use time for work, home, family care, free time, T.V., etc.

"Telecom 2000", Telecom Australia, 1975.

Transnational Co-operative — Technology and the Economic Crisis of Workers, 1979.

Tussing, A.D. — "The Future of Jobs, Work & Leisure", Educational Policy Research Center, Syracuse University Research Corporation, 1973.

1)	Technology and Unemployment	$4.95
2)	Servants and Machines	$7.90
3)	As it happened - war, political crises, disasters	$5.95
4)	Media - Powers and Responsibilities	$4.95
5)	Science and Government	$12.45
6)	Wisdom of the East (religion)	$10.90

Audio tapes available from ABC, G.P.O. Box 487, Sydney. 2001.

Illich, I. — The Right to Useful Unemployment, London: Marion Boyars, 1978.

The Right to Share Work, Sydney: Future Lobby and N.S.W. Association for Mental Health, 1978.

Windschuttle, Keith — Unemployment. A social and political analysis of the economic crisis in Australia, Ringwood, Vic, Penguin, 1979.

Unemployment is not working, Brett & Friends: Why stick to a job?, Bregg & Greg: What are your options?

Films available for sale from Film Australia.

In and Out of Work: 6 Films.

Film Makers Cinema, St. Peters Lane, Darlinghurst, 310721.

13. Environmental Awareness

Greenall, A. and Womersky, J.L. — Development of Environmental Education in Australia - Key Issues, Canberra: Curriculum Development Centre, 1977.

Greenall, A. — Environmental Education - Teacher's Handbook, Melbourne: Longman Cheshire Pty. Ltd., 1978.

Holliman, J. — Consumers Guide to the Protection of the Environment, United Kingdom: Pan/Ballantine Ltd., London, 1971.

Horsley, K. et al — Environment and Population - A Sourcebook for Teachers, Washington D.C., N.E.A., 1972.

Hughes-Evans, D. (ed) — Environmental Education - Key Issues of the Future, Oxford, Pergamon Press, 1977.

Linke, R. (ed) — Education and the Human Environment - UNESCO Seminar Report. Canberra: Curriculum Development Centre, 1977.

Martin, G.C. and Wheeler, K. — Insights into Environmental Education, Edinburgh: Oliver & Boyd, 1975.

Minnesota State Energy Agency — Energy Activities for Junior High Social Studies, St. Paul, 1977, ED 151297.

Contains 7 learning activities. Objectives: help students relate to social and physical environments, solve problems, clarify issues, examine personal beliefs and values, recognise relationship between beliefs, values and individual behaviour.

Smith, Margaret and Crossley, David — The Way Out. Radical Alternatives in Australia, Melbourne,

Terry, M. — Teaching for Survival - A Handbook for Environmental Education, New York, Ballantine Books, Inc., 1971.

The school can become a model environment itself and thus teaching about the environment can start here.

14. The Concept of Living Skills and General References

Bailey, Stephen K. — The Purposes of Education: Perspectives in American Education, Phi Delta Koppan, Indiana, 1976.

Coping with technological society, work, underemployment, leisure time, satisfying basic intellectual and emotional needs, expanding political skills - retooling schools for the future. A brilliant essay.

Blocher, D.H. — "Wanted: A science of human effectiveness", Personnel and Guidance Journal 44, 1966, 729-733.

Borton, T. — Reach, touch and teach: Student concerns and process education, New York, McGraw-Hill. 1970.

Buhler, Charlotte — The Course of Human Life: A Study of Goals in the Humanistic Perspective, Springer, 1968.

Brown, G. — Human teaching for human learning: An introduction to confluent education, New York, Viking, 1971.

Carkhuff, R.R. — The Art of Helping: An Introduction to Life Skills, Amherst, Massachusetts Human Resource Development Press, 1973.

Coehlo, G.V. et al (eds.) — Coping and Adaptation, Basic Books, 1974

Drum, D.J. and Knott, J.E. — Structured Groups for facilitating development: acquiring life skills, resolving life themes, and making life transitions, Eric Clearinghouse, Ann Arbor, Michigan, 1976. ED 124867.

Overview of structured group approaches and their theoretical basis. Life skills, life theme and life transition groups. Skills discussed include Anxiety Management, Assertion Training, Communication, Decision-Making, Parenting and Self-Management.

Fasl , Julius — Creative Coping, N.Y., Harper & Row, 1976.

Guide for an Assessment of Basic Life Skills, Education Commission of the States, Denver, Colorado, 1977. ED 139819.

Basic life skill items developed to measure the achievement of 17 year olds in 1) Consumerism 2) Health Maintenance 3) Interpersonal Skills 4) Family Responsibility 5) Career Development.

"Living Skills - a course for parents" in Parent and Citizen, March 1978, p. 5.

Howe, Jannette — "Girls and the Personal Development Programme in some North Sydney Schools". Unpublished essay for Dept. of Education, University of Sydney, 1978.

McGregor, J.E. — "Selected Aspects of P.D. and their facilitation in the classroom". Unpublished essay for M.Ed., Department of Education, University of Sydney.

McPhail, P.J. et al. — Learning to Care - Rational and Method of the Lifeline Program, Niles Ill, Argus Communications, 1975.

Salk, Lee — What Every Child Would Like His Parents to Know, New York, Paperback, Warner Library, 1973.

Slater, Shirley — "Creative Coping: Teaching Students to Cope with Crises" in Forecast: For Home Economics May/June, 1978, Vol. 23 No. 5, p. 49.

Scriven, Michael

"Education for Survival" in Kaleidoscope ed. by K. Ryan and James M. Cooper, Boston, Houghton Mifflin Company, 1975.

Valett, Robert E.

Humanistic Education: Developing the Total Person, C.V. Mosby Co., St. Louis, Missouri, 1979. ED 153921.

Materials, resources and activities which help people develop human potential - Human development programme, 5 life stages.

Zimmer, Jurgen

"A Curriculum Based on Life Experiences", International Understanding at School, 32, 1977:21-3, EJ 163066

Experimental curriculum for kindergarten in Germany - its objectives, parent participation, sample unit, relevance to international education.

Australian Resource Centres and People

N.S.W.

Australian Effective Communication Centre, 139 Holt Ave., Cremorne, 2090.

Courses on life skills, general, for parents, teens, teachers, couples communication, self esteem, relaxation.

Aust. Metal Workers & Shipwrights Union (A.M.W.S.U.), 136 Chalmers St., Surry Hills.

Literature on audio aids on unions, the economy, unemployment, etc.

Bank Education Service,
24 Holden Street, Ashfield, 2131.

Literature and speakers on bank education.

Bardwell Park Community Resources Centre, 11-13 Hartill-Law Ave., Bardwell Park.

Various services.

Bondi-Waverly Tenants" Association, "Chapel by the Sea",
95 Roscoe Street, Bondi Beach. (Thurs. 2-8 p.m.)

Information on Tenancy and Legal Advice.

Department of Consumer Affairs, 1 Oxford Street, Darlinghurst.

Legal advice and assistance.

Division of Health Education, Health Commission of N.S.W.
225-227 Macquarie St., Sydney, Ph. 232 2244

Literature, films, advice on all health matters.

Family Law Courts, Skandia House, 220 George Street, Sydney, Ph. 24 1380.

Family Life Movement of Aust., 150 Concord Road, North Strathfield.

Family Planning Association of N.S.W., 161 Broadway, Sydney, 2007.

Courses and useful literature.

Friends of the Earth, 232 Castlereagh Street, Sydney, 2000.

Grow Groups (Recovery), 7 Essex Street, Sydney, Ph. 27 1917 or 27 4736.

The aim of these groups is to help one another achieve social, emotional and spiritual maturity through discussion groups.

The High School Education Law Project (HELP), 282a Lyons Road, Five Dock, N.S.W. 2046.

Home Buyers and Renovators Legal Aid, Building Information Centre, 525 Elizabeth Street, Sydney, Ph. 699 1171.

Legal Aid Offices

Sydney: 9th Floor, La Salle Building, Cnr. King and Castlereagh Sts, Sydney, Ph. 2330233.

Leichhardt: 23 Norton Street, Leichhardt, Ph. 5604933

These offices mainly deal with Commonwealth legal problems,

Life Education Centre, Wayside Chapel, 29 Hughes Street, Potts Point.

Loden Mahayana Centre, 15 Boundary Street, Chippendale, 2008.

Mahayana Buddhist Centre with varied activities.

Waran Centre, Rozelle, Ph. 827 3534.

Counselling, self help groups, parent groups, yoga, self help tapes.

Northern Districts Education Centre, Peggy Hull, Librarian, Beecroft Road (Cnr. Promenade), Cheltenham, 2119.

Produced valuable bibliography on "Guidance Counselling, P.D. and Career Education" and has books and programmes for reference.

Outward Bound, 453 Kent Street, Sydney.

Paddington Personal Development Centre, 263 Oxford Street, Paddington.

The centre's aim is to help people make the most of their potential, and offer a wide range of therapies both on a group and one-to-one basis.

Parents Centre Australia, 8 Hollings Crescent, Heathcote, 2233.

Information and support to parents, consumer health pressure group.

The Personal Growth Centre, 5th Floor, Wingeloo House, Angel Place, Sydney.

Courses are offered in Assertiveness Training, Social Contact, Self-Esteem Training, Sexual Growth, Parent Effectiveness, etc.

Public Solicitor's Office, CAGA Centre, Cnr. Bent and Phillip Streets, Sydney.

Free legal advice. Shopfront offices in suburbs.

Rise and Shine Centre, 754 Darling Street, Rozelle.

Free activities for young unemployed.

Small Groups Newsletter, School of Social Work, Preston Institute of Technology, Plenty Road, Bundoona, Vic. 3083.

$10.00 a year. For people who use small groups.

Teacher Reorientation and Induction Unit, 32 Sir John Young Crescent, Woolloomooloo.

Trains career advisers.

Y.W.C.A., 189 Liverpool Street, Sydney, Ph. Sue Cameron 26 2451.

Life skills course and life management radio course.

Other States

Curriculum Centre, 57 Brisbane Street, Hobart, 7000.

Developing programs concerned with "coping with the changing structure and conditions of society". Work experience, transition education, health, social science and commerce.

Miami High School, Miami, Queensland.

An interesting pastoral care scheme.

School Without Walls, 4 Merritt Place, O'Connor, A.C.T. 2601.

An alternative school with a stimulating philosophy and varied course offerings.

Social Biology Resources Centre, University of Melbourne.

Research, publications and courses.

South Australian Education Department.

Has an active Health Education programme centred at Wattle Park Teachers Centre, 424 Kensington Road, Wattle Park, S.A. 5066